

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Department of Recreation and Leisure Studies

College of Health and Human Services

RETENTION, TENURE, AND PROMOTION POLICY

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Approved by Department Faculty: May 16, 1997

Approved by College Faculty Council:

Approved by College Dean:

Approved by Associate Vice President for Academic Personnel:

Department of Recreation and Leisure Studies

College of Health and Human Services

RETENTION, TENURE, AND PROMOTION POLICY

Mission

The mission of the Department of Recreation and Leisure Studies is to:

1. Offer a curriculum leading to an increased understanding of the leisure phenomena.
2. Prepare practitioners who are skilled, dedicated, and ethical stewards of the profession.
3. Conduct scholarly and creative activity contributing to the general body of knowledge.
4. Serve the University, professional and broader communities.

Goals

1. Offer a curriculum leading to an increased understanding of the leisure phenomena.
The Department of Recreation and Leisure Studies has faculty members who...
 - A. Maintain currency in content.
 - B. Use diverse, innovative, and effective instructional methods and materials.
 - C. Accommodate the diverse needs of students attending an urban commuter campus.
 - D. Address fundamental educational outcomes.
 - E. Seek opportunities for collaborative educational experiences.
 - F. Seek internal and external sources of support for instructionally related activities.
 - G. Market the curriculum.
2. Prepare practitioners who are skilled, dedicated, and ethical stewards of the profession.
The Department of Recreation and Leisure Studies has faculty members who...
 - A. Contribute to the ongoing development of the undergraduate core, interest areas, graduate program and the continuing education of professionals.
 - B. Maintain currency in content.
 - C. Use diverse, innovative, and effective instructional methods and materials.
 - D. Accommodate the diverse needs of students attending an urban commuter campus.
 - E. Address fundamental educational outcomes.
 - F. Seek opportunities for collaborative educational experiences.
 - G. Seek internal and external sources of support for instructionally related activities.
 - H. Inform students of and encourage their participation in professional organizations.
 - I. Support majors in the development of an active pre-professional association.

- J. Assist in the professional placement of degree candidates and alumni.
 - K. Recruit and retain a population of majors demographically representative of the service area.
3. Conduct scholarly and creative activity contributing to the general body of knowledge. The Department of Recreation and Leisure Studies has faculty members who...
 - A. Engage in and disseminate results of scholarly and creative activity.
 - B. Seek internal and external sources of support for scholarly and creative activities.
 - C. Seek opportunities for collaboration in scholarly and creative activity.
 - D. Seek opportunities for professional development as scholars.
 4. Serve the University, professional and broader communities

The Department of Recreation and Leisure Studies has faculty members who...

 - A. Participate in University, College and Department governance.
 - B. Contribute to Department operations.
 - C. Participate in professional organizations.
 - D. Employ professional expertise in service to professionals and organizations.
 - E. Seek internal and external sources of support for service functions.
 - F. Seek opportunities to employ professional expertise in service to communities.

1.0 GENERAL PRINCIPLES

1.1 The Governing Documents

The basic governing documents are the Memorandum of Understanding and University Policy Statement 96-12 or its successor. The College RTP document amplifies these documents and adds provisions applicable to the College of Health and Human Services and its departments.

1.2 Obligations

The initiative in the RTP process shall be a shared responsibility of the individual candidate and the other faculty members of the department. The reputation, success, and credibility of the department are directly related not only to the quality of the candidates recommended, but also to the professionalism and diligence with which the department RTP Committee discharges its responsibilities in evaluating and presenting the evidence to support its recommendations. Candidates are therefore expected to furnish necessary, complete, and relevant evidence for evaluation.

1.3 Standards

As noted in the mission statement and department goals, the Recreation and Leisure Studies Department values persons of various talents and specialties. Recommendations from the department RTP process shall summarize evidence of a candidate's strength and uniqueness under each of the established criteria (see section 1.5). This presentation should include a qualitative analysis of the candidate's special role, performance, and achievement within the academic areas and consistent with the mission of the department. Candidates are rarely outstanding in all categories, and may in fact possess extraordinary talents in one area. However, the record of the candidates must support the principle that the higher the rank to be accorded, the stronger the evidence must be for teaching effectiveness, scholarly achievement, and service.

1.4 Profiles of Academic Ranks

Candidates for retention, tenure and promotion shall be evaluated based upon specific criteria. While each candidate is considered on his/her own merit, the following is an example of what may be used as a portion of the decision making process. Each review level shall utilize the same criteria when evaluating candidates. Specific criteria may be found in Section 1.5.

CANDIDATE
FOR
ASSISTANT
PROFESSOR:

- Earned research doctorate or terminal degree
- Teaching introductory and /or specialty courses
- Disciplinary research through published articles(s), proposal(s) for funding, creative [innovative] activities
- Evidence of service on department, college, or university committees(s)
- Membership in relevant professional organizations

CANDIDATE
FOR ASSOCIATE
PROFESSOR:

- Normally six years of satisfactory performance as Assistant Professor, or equivalent
- Earned research doctorate or terminal degree
- Teaching evaluations by students and peers consistently at or about the mean for both the department and college, for courses evaluated
- Evidence of maintenance and updating of departmental curriculum.
- Scholarship has a sustained, identifiable, and congruent research thrust through such activities as funded grants or contracts, articles in juried or refereed journals, conference papers
- Evidence of involvement and leadership in university governance
- Activity in professional organizations beyond membership

CANDIDATE
FOR
PROFESSOR:

- Normally after 5-10 years as Associate Professor or equivalent
- New course(s) and evidence of regular course revision(s)
- Above average student and positive peer evaluations
- Recognized, sustained, and congruent scholarly/research experience, which may include instructionally-related work, via articles in refereed journals, book chapters, conference papers, funded grant proposals, one or more texts or other books, published research reports
- Recognized contributions to department, college and university through leadership position(s)
- Professional service through professional leadership activity

1.5. Criteria For Advancement

Candidates shall be evaluated for advancement based upon the quality of their performance of the three categories of teaching, scholarship, and service. Sections 1.5.1, 1.5.2, and 1.5.3 below elaborate, in greater detail, on items that are considered when evaluating candidates. In each instance, the items are illustrative and not all-inclusive. Further, the items listed are not granted equal weight as, logically, certain items qualitatively have differing value to and impact on the contributions to one's discipline.

1.5.1 Teaching

Teaching is the primary and most essential academic responsibility of the university professor. The teaching mission of the Department of Recreation and Leisure Studies is to offer a curriculum leading to an increased understanding of the leisure phenomena and to prepare practitioners who are skilled, dedicated and ethical stewards of the profession.

In a rapidly changing world, a professional education must provide students with more than the knowledge needed for success in a specific profession or occupation. It also must provide them with skills and attitudes that facilitate adaptation and constructive response to societal needs and changes. As a result, teaching is the primary and most essential academic responsibility of the university professor. This is particularly true in the Department of Recreation and Leisure Studies where emphasis is placed on the preparation of individuals for professional roles. Quality teachers are those who possess expertise, as well as passion for their work and the process of learning. Most importantly, they have a desire to share these qualities with students. They do this by working for and with students and by demonstrating their belief in the liberating power of knowledge. Quality teachers also continue to maintain currency in their subject matter, which requires ongoing scholarship through study, learning, and research. It is important, therefore, for faculty not only to disseminate knowledge, but also to participate in its creation, integration, and/or application.

Essential Criteria

The evaluation of teaching involves several components as shown below. These essential criteria include activities in the areas of: (1) Pedagogical approach and methods, (2) Student response, (3) Ongoing professional development as a teacher, (4) Ongoing professional development in the discipline, (5) Advising, (6) Innovative approaches to teaching or exemplary ways of fostering learning in the classroom, (7) Recruitment and retention activities, and (8) New curriculum development.

1. Pedagogical approach and method

Instructional methods should be appropriate to courses taught, and materials should be up-to-date and appropriate to the topic. Reasons for choices of learning goals and instructional methods should be presented. Grading practices, standards, and criteria should be articulated clearly. Results of grading practices should be reasonably consistent with university norms. Course materials should clearly convey to students the learning goals of the course and the relationship of the course to the major and/or to general education. Course requirements, including the semester schedule, assignments, and grading policies should be included. Course materials should also identify the purposes for which a course may be meaningful to students, such as preparation for further courses, graduate school, employment, the intrinsic interest of the material, development of civic responsibilities, and/or individual personal growth. (PS 96-12)

The faculty of the Department of Recreation and Leisure Studies has also identified the accommodation of the diverse needs of students attending an urban commuter campus and addressing fundamental educational outcomes as essential criteria.

- a. Accommodation of the diverse needs of students attending an urban commuter campus

In order to accommodate the diverse needs of students attending an urban commuter campus, candidates are expected to develop strategies to accommodate different learning styles (aural, visual, kinesthetic), identify and accommodate students' differing levels of academic preparation and background, and schedule classes to accommodate majors.

b. Addressing fundamental educational outcomes

In addressing fundamental educational outcomes candidates are expected to apply department writing standards in all appropriate courses, incorporate critical thinking and problem solving exercises, assess student comprehension of written materials, incorporate numeracy skills as appropriate, and require demonstration of information retrieval/library skills, and provide students in major courses with opportunities to develop human relations and interpersonal skills as well as preparing them to transfer academic skills to professional practice and the real world.

2. Student response to instruction

Student ratings of instruction should be favorable and compared to department, college, and university averages. These ratings should reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs. (PS 96-12) Candidates for tenure or promotion should have student evaluations which are at or about the department and college means.

3. Ongoing professional development as a teacher

Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates. This pattern of change should be described in a narrative and supported by exemplary materials. This record may include regular and ongoing interaction with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultation of course development. Other activities may include involvement in programs of the CSULB Center for Faculty Development; participation in teaching development seminars or conferences sponsored by the department, college, University or professional organizations; giving or receiving of formal or informal pedagogical coaching and/or other activities which contribute to professional development of teaching effectiveness. (PS 96-12)

4. Ongoing professional development in the discipline

All candidates are expected to keep abreast of discipline through participation in discipline conferences, reading of discipline-appropriate materials such as journals and books, interaction with practitioners in the field, and through electronic communications with colleagues and/or other activities. (PS 96-12) Among the activities candidates are expected to undertake in order to maintain currency are contribute to the development and on-going revision of courses; attendance at discipline-related conferences and workshops; incorporation of current literature, conference proceedings, workshop materials, etc. into course content; and, interaction on an on-going basis with professionals and other topical experts via advisory groups, internship visits, etc.

5. Advising

Faculty student interaction is a critical component of a university education and the development of future professionals. Accordingly, the Department requires advising by all tenure-track and tenured faculty.

6. Innovative approaches to teaching or exemplary ways of fostering learning in the classroom

Among the activities candidates are expected to undertake in order to employ diverse, innovative and effective instructional methods and materials are attendance at conferences and workshops dealing with instructional methods and the use of multi-media in teaching.

7. Recruitment and retention activities

All candidates are expected to maintain current information and respond efficiently to requests for information about the program.

8. New curriculum development

As an emerging field, National Recreation and Park Association/American Association Leisure Recreation Council on Accreditation standards for the undergraduate program undergo frequent revision. Accredited status requires that all tenure-track and tenured faculty contribute to the development, review and revision of courses and how they fit in the overall curriculum. The graduate program requires similar diligence on the part of the faculty.

Enhancing Criteria for Teaching Effectiveness

There are many ways that faculty may go beyond the essential criteria for teaching effectiveness to enhance their achievement; the following are illustrative, not exhaustive, of the possibilities. Faculty may also be involved outside the classroom in such areas as field trips, student mentoring, collaborative research projects with students, thesis supervision, and support of student organizations. New instructional programs or materials may be developed, including electronic or multimedia software or new advising materials or programs. Conducting assessment of one's instructional effectiveness in order to improve instruction (e.g., varied classroom evaluation techniques) can be a particularly appropriate method for continuous improvement or instructional effectiveness. Offering teaching colloquia to department colleagues or pedagogical workshops at discipline meetings may demonstrate department or discipline leadership regarding instructional issues. (PS 96-12 with the deletion of items 5-8 above which were reassigned as essential criteria)

The faculty of the Department of Recreation and Leisure Studies have identified objectives under each of the goals for teaching which serve as enhancing criteria.

1. Market the curriculum.
 - a. Speak before student and faculty groups as an ambassador of the Department.
 - b. Teach University 100.
 - c. Serve in formal mentoring programs
 - d. Develop materials promoting the value of the program and the abilities of the faculty.
 - e. Contributions to the currency of information
 - f. Identify and promote courses as service courses for other majors.
 - g. Submit contributions to Inside CSULB and other campus publications.

2. Maintain currency in content.
 - a. Contribute to the development/on-going revision of REC 340I.
 - b. Invite professionals and other topical experts to speak in classes.
 - c. Participate in teaching colloquia.
 - d. Participate in or develop a practitioner forum

3. Use diverse, innovative, and effective instructional methods and materials.
 - a. Develop multi-media presentations for classroom use.
 - b. Lead field trips.
 - c. Use a combination of independent, collaborative and cooperative teaching strategies within courses.
 - d. Incorporate problem-based learning in courses.
 - e. Incorporate experiential learning in courses (field trips, simulation activities, etc.)
 - f. Utilize the diverse resources of the urban environment.
 - g. Participate in teaching colloquia
 - h. Instruct students in the use of diverse methods and materials for making presentations
4. Accommodate the diverse needs of students attending an urban commuter campus.
 - a. Schedule classes to accommodate non-majors in GE courses.
 - b. Offer courses using alternative scheduling patterns (half semester, weekends, etc.)
 - c. Offer courses at alternative sites (agencies, community centers, malls, etc.)
 - d. Develop correspondence courses.
 - e. Develop technology-based courses (distance-based, computer assisted, self-directed)
 - f. Utilize the strengths of students in their own education/and in providing assistance in the course.
5. Address fundamental educational outcomes.
 - a. Provide opportunities for students to speak in class and use presentation skills.
 - b. Provide opportunities for students in non-major courses to develop human relations and interpersonal skills.
6. Seek opportunities for collaborative educational experiences.
 - a. Participate in formalized collaborative educational experiences.
 - b. Serve as guest speaker in other courses.
 - c. Develop/participate in interdisciplinary courses.
 - d. Participate in teaching colloquia/development workshops.
 - e. Participate in the development of an interdisciplinary major for individual students.
 - f. Incorporate assignments utilizing or building upon students' collaborative skills.
 - g. Incorporate assignments utilizing or building upon students' use of diverse methods and materials.

- h. Develop collaborative distance learning opportunities.
 - i. Develop courses relying on collaboration with professionals.
 - j. Team teach with faculty in other disciplines.
7. Seek internal and external sources of support for instructionally related activities.
- a. Apply for instructionally-related grants.
 - b. Seek in-kind sources of instructional support.
 - c. Facilitate external training in order to receive external support.
8. Recruit and retain a population of majors demographically representative of the service area.
- a. Contact targeted community colleges and establish rapport with appropriate teaching faculty, guidance counselors, and/or organizers of career fairs.
 - b. Develop recruitment packets for undergraduate/graduate students.
 - c. Network with targeted departments (Physical Therapy, Social Work, Business, etc.)
 - d. Promote the minor.
 - e. Develop endowed minority scholarships.
 - f. Identify and establish contact with other recruitment venues (camps, agencies, etc.)
 - g. Recruit graduate students.
 - h. Develop/post recruitment posters for undergraduate/graduate students.
9. Contribute to the ongoing development of the under-graduate core, interest areas, graduate program and the continuing education of professionals.
- a. Evaluate and update certificate programs.
 - b. Contribute to the updating/revision of the undergraduate core.
 - c. Contribute to the updating/revision of the graduate program
 - d. Monitor community agencies to provide/continue internship experiences and awareness of current issues and procedures.
 - e. Communicate internally (department) to build upon colleagues contributions.
 - f. Integrate the efforts of one's scholarly/creative activity into courses and the curriculum.
10. Inform students of and encourage their participation in professional organizations.
- a. Invite representatives from professional organizations to participate in courses.
 - b. Facilitate meetings of professional organizations on campus.
 - c. Incorporate participation in professional organizations throughout the curriculum.

11. Support majors in the development of an active pre-professional association.
 - a. Assist in bringing noted speakers to campus.
 - b. Serve as advisor.
 - c. Attend events.
 - d. Counsel individual students in their roles/service to the students' Recreation Society.

12. Assist in the professional placement of degree candidates and alumni.
 - a. Assist in the development/maintenance of the careers notebook.
 - b. Network with professionals regarding student placement.
 - c. Invite professionals or recent graduates to serve as guest speakers on this topic.
 - d. Incorporate assignments contributing to students professional portfolio.
 - e. Advise students throughout the course of the major on professional placement.

1.5.2 Scholarly and Creative Activities

Scholarly, professional, and creative activities represent efforts and evidence whereby the candidate establishes professional status and contributes to the profession while being active professionally. These activities must be relevant to the candidate's assignment and support the mission of the department. Scholarly and creative activities are considered a critical and beneficial component of the instructional process for several reasons:

1. Advances in Recreation and Leisure Studies and its related area are dependent generating new information. This new knowledge has potential for improving the quality of life. Responsible professional practice rests on the foundation of information derived from scholarly and creative activity.
2. Scholarly and creative activity brings prestige and visibility to the department and to the university. The most respected and successful universities support and encourage the acquisition of knowledge. This increases the likelihood that the university will attract high quality students and faculty. A successful university also is more likely to obtain grants, equipment, and other financial support from the community, industry and government agencies.
3. Scholarly and creative activity enhances teaching effectiveness and enriches the education of students.
4. Scholarly and creative activity grants have the potential to bring state of the art equipment and technology to the department. This increases the likelihood that students will be well-trained and competitive when seeking employment.
5. Professional survival requires that members generate a large portion of knowledge upon which their profession is based. Scholarly and creative activity enables professions to shape their own destiny, rather than allowing others to dominate the course of events.

Essential Criteria Activities

The following are considered essential criteria in the area of scholarly and creative activities. Faculty are expected to (1) remain engaged in an ongoing program of scholarship or creative activity that demonstrates intellectual and professional growth in the discipline over time. All faculty are expected to (2) produce scholarly and/or creative achievements which contribute to the advancement, application, or pedagogy of the discipline (or interdisciplinary studies), which are disseminated to appropriate audiences, receiving favorable review from professional peers prior or subsequent to dissemination. (PS 96-12) Faculty in the Department of Recreation and Leisure Studies are also expected to (3) Seek internal and external sources of support for scholarly and creative activities and (4) seek opportunities for professional development as scholars.

1. An ongoing program of scholarship or creative activity
2. Dissemination activities appropriate to the line of scholarly and creative activity

Candidates for tenure and/or promotion are expected to disseminate the results of their scholarly and creative activity via refereed articles in professional journals and by making scholarly presentations which have been subjected to peer review. Such dissemination shall be appropriate to the candidate's program of scholarly and creative activity. Candidates are responsible for establishing the rigor of journals and presentation venues in their narrative and by providing documentation such as journal mission statements, copies of manuscript submission requirements, lists of editorial review boards and other evidence as appropriate.

3. Seek internal and external sources of support for scholarly and creative activity

Candidates are expected to have researched funding sources and/or collaborative resources as well as preparing and submitting proposals for funding of scholarly and creative activity.

4. Seek opportunities for professional development as scholars

Chief among the activities candidates are required to engage in pursuant to their professional development as scholars is attendance at conferences or workshops providing instruction, etc. in scholarly and creative activity.

Enhancing Criteria

Faculty may enhance their scholarly and creative achievement with a substantial record of peer reviewed professional activities and products. Such activities and products may include books, software and electronically published documents, and artistic exhibits and

performances, especially if these receive favorable notice or reviews from professional peers. Faculty may also enhance their scholarly and creative achievement with editorial assignments with recognized professional publications, including journals, newsletters, or electronic media. Other achievements of this nature are appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, as are other adjudication assignments calling for professional expertise. Applied research or professional activity may use theory and knowledge of one or more disciplines to address practical problems of importance to the discipline and to society; such applied professional activity includes research on instructional processes and outcomes. Additional activities may be judged to enhance faculty scholarly and creative achievement so long as these are peer reviewed, are disseminated to appropriate professional audiences, are appropriate to the mission of the department and college, and make significant contributions to the discipline or to interdisciplinary studies. (PS 96-12 with the exception of articles in professional journals and scholarly presentations which were reassigned as essential criteria under item 2 above.)

The faculty of the Department of Recreation and Leisure Studies have identified objectives under each of the goals for scholarly and creative activity which serve as enhancing criteria.

1. An ongoing program of scholarship or creative activity

Candidates can enhance their evaluation for scholarly and creative activity by making contributions independent of one's line of scholarship or creative activity.

2. Dissemination activities appropriate to the line of scholarly and creative activity

Those dissemination activities other than refereed articles in professional journals and scholarly presentations subject to peer review serve to enhance a candidate's performance in the area of scholarly and creative activity.

3. Seek internal and external sources of support for scholarly and creative activity

The faculty of the Department of Recreation and Leisure Studies recognizes that not every grant or contract proposal will be funded. Accordingly, the fulfillment of the scope of work, completion of required reports and other documents, and other activities in compliance with an awarded grant or contract are to be viewed as enhancing criteria.

4. Seek opportunities for collaboration in scholarly and creative activity

The faculty of the Department of Recreation and Leisure Studies recognize that a variety of factors including preferred work styles and opportunity may preclude an individual faculty member from participating in scholarly and creative collaboration.

The following activities have therefore been identified as enhancing criteria: researching opportunities for collaboration; contacting potential collaborators; preparing and submitting collaborative proposals; and, fulfilling the requirements of collaborative proposals.

5. Seek opportunities for professional development as scholars

Enhancing activities for the goal of seeking opportunities for professional development as scholars include collaboration with a senior researcher, enrollment in a course or other continuing education, and engaging in self-study.

1.5.3 University And Community Service

CSULB is a large urban, taxpayer-assisted, comprehensive university. The size and complexity of the university places enormous demands on its governing bodies. While a central administration is responsible for directing some of the university's academic and business affairs, the faculty must direct others, thereby insuring that the goals of the university are grounded in an academic rather than administrative philosophy. In addition, the university has an obligation to provide service that results in tangible benefits to the community, fostering a positive relationship between the university and the community.

Essential Criteria

All faculty are expected to participate actively in the collegial processes of faculty governance, as well as in appropriate professional organizations and/or activities. (PS 96-12) The categories of service include the following essential activities.

1. Participate in University, college and department governance

The principal activities in which candidates for tenure and/or promotion in the Department of Recreation and Leisure Studies must engage are to serve on University and college committees and councils and to respond to inquiries, requests for input, etc. related to faculty governance.

2. Contribute to department operations

Candidates for tenure and/or promotion are required to serve on department committees as appropriate and contribute to internal reviews, accreditation self-studies and similar documents.

3. Participate in professional organizations

Participation in professional organizations shall be recognized by service as an officer, committee member or other verifiable service activities.

4. Employ professional expertise in service to professionals and organizations

Employing one's professional expertise shall be recognized by service as an officer, committee member or other verifiable service activities.

Enhancing Criteria

Faculty may enhance their service achievements with active involvement on committees at all levels of the University system, with emphasis upon the departmental and college levels for assistant and associate professors. Whatever the level of service within the University, the quality of that service is the primary consideration. Authorship of documents, reports and other materials pertinent to the University, College, or Department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions.

In addition to campus governance activities, faculty members may participate in community service to professional organizations and in professionally-related activities (e.g., local, state, national, and/or international levels) through such discipline-oriented activities as committees; workshops; speeches, media interviews, articles, and/or editorials; performances; and/or displays. Service to the community may also include consultantships to public schools, local government, and community service organizations. Service contributions based on consultantcies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University and particularly to the candidate's department or program. Meaningful service must be clearly related to the academic expertise of the faculty member. The Department must make clear to the candidate what types of service, whether paid or unpaid, are consistent with the mission of the Department and its instructional program. (PS 96-12)

The faculty of the Department of Recreation and Leisure Studies have identified objectives under each of the goals for University and community service activity which serve as enhancing criteria.

1. Participate in University, college and department governance

Among the enhancing faculty governance activities are leadership roles on University and college committees and councils; attendance at various workshops, special convocations, forums, etc. related to faculty governance; and, assumption of leadership roles in workshops, special convocations, forums, etc. related to faculty governance.

2. Contribute to department operations

Enhancing activities which contribute to the operation of the Department of Recreation and Leisure Studies include: drafting internal reviews, accreditation self-studies and similar documents; preparing students' program planners; evaluating undergraduate and/or graduate degree requirements; service as department liaison to various bodies (library, faculty council, etc.); and, incorporating technology into department operations.

3. Participate in professional organizations

Candidates for tenure and/or promotion can enhance their qualifications by serving as a trainer for or by attending various events and functions sponsored by professional organizations.

4. Employ professional expertise in service to professionals and organizations

Additional enhancing activities in service to professionals and organizations include: advising and consulting; serving as a trainer; making written contributions; presenting at workshops, conferences, etc., independent of one's line of scholarly and creative activity; and, monitoring professional and university examinations.

5. Seek internal and external sources of support for service functions

Among the activities in which candidate's might engage while seeking support for service functions are applying for service-related grants, seeking in-kind sources of support for service to professional organizations, and providing services in order to receive external support.

6. Seek opportunities to employ professional expertise in service to communities

Candidates for tenure and/or promotion can demonstrate employment of professional expertise in service to communities by serving as a consultant to media; serving on community boards, councils or commissions; serving in an advisory capacity to community boards, councils or commissions; and, making presentations to community groups.

1.6 Annual Assessment

The department shall provide a comprehensive assessment at least once a year of all candidates for reappointment leading to tenure so that probationary faculty members shall be informed in writing of areas which need strengthening.

1.7 Voting Rights

Tenured and tenure-track faculty in the department, including those on leave, are eligible to vote on RTP policy matters.

1.8 Candidate's Rights

Candidates for reappointment and advancement have the right to meet with the Department RTP Committee and/or the chair to receive a copy of their recommendation(s), to include the rationale and a full summary of the evidence. The candidate must receive the department's recommendations a minimum of five working days before they are due to the next level of review. Candidates may respond in writing to these recommendations before they are forwarded from the department, as long as the deadlines for forwarding are met. There are no exceptions.

1.9 Shared Evidence

Neither the department committee nor the chair shall use any evidence bearing on decisions concerning a candidate unless that evidence was shared with the candidate.

1.10 Professional and Ethical Behavior

It is expected that candidates recommended for reappointment and/or advancement have demonstrated positive qualities which reflect favorably on the individual, the Department, College, and University. These qualities include professional and ethical behavior and integrity, and are prerequisite to the RTP criteria established for the Department. A negative decision utilizing this section must be supported by substantive evidence.

2.0 DEPARTMENT RTP COMMITTEE

2.1 Committee Selection

The Recreation and Leisure Studies Department will have an RTP Committee (or committees) of at least three (3) tenured members elected by majority vote from the full-time faculty. The committee shall, if possible, be elected during the preceding Spring semester and no later than the second week of the Fall semester.

2.1.1 Membership Rank

Members of the Department RTP Committee who participate in promotion recommendations must have higher rank than the candidates being considered and must not themselves be candidates for promotion.

2.1.2 Committee Composition

All recommendations for advancement (promotion) to a given rank, for tenure, or for reappointment shall be considered by the same committee.

2.1.3 Committee Qualifications

Persons on leave, sabbatical or early retirement for any part of the academic year shall not serve on the Department RTP Committee.

2.1.4 Service Required

All faculty of eligible rank must serve on the Department RTP Committee, if elected, unless there are substantive reasons not to do so.

2.1.5 Service Limitations

A faculty member may serve on only one (1) RTP Committee or ad hoc RTP Committee at any given time.

2.1.6 Ad Hoc Committees

If fewer than the required number of members are eligible for service, then additional members from outside the department shall be nominated in accordance with the following procedure:

1. Nominees (who may be from any school or college within the University) shall be recommended to the College RTP Committee by the department. Selection of people recommended in this way shall be by majority vote of the College RTP Committee, which shall immediately report its decision to the department.
2. The department shall obtain permission from each candidate selected to serve on the ad hoc RTP Committee prior to submitting their name to the College RTP Committee.

2.2 Evaluation Review

The committee and the chair will forward its recommendation with supporting materials to the College RTP Committee for review by the Committee and the dean.

2.3 Department Chair/Unit Director

The department chair may be a member of the Department RTP Committee, if elected. However, if the chair serves as a member of the Department RTP Committee, he/she may not make a separate recommendation.

2.4 Conflict of Interest

The chair of the department may not sit with the Department RTP Committee during the time that it is considering his/her reappointment, tenure appointment, or advancement. Further in such case, the chair is restricted from submitting a separate recommendation for candidates being considered for promotion to the same rank for which the chair is being considered.

2.5 Accountability

The department will be held accountable for its recommendations by (1) supplying the College RTP Committee with substantive evidence to support recommendations and (2) submitting candidate's RTP portfolios and supporting documents on time in accordance with establishment deadlines.

2.6 Burden of Responsibility

The initial burden or responsibility to ensure compliance with RTP deadlines rests with the candidate. Candidates are expected to furnish necessary and relevant evidence to support their applications, and to provide this information in accordance with established deadlines.

2.7 Inoperative Clause

If any provision or amendment to this document is in conflict with a provision within the college document, that provision of the department document shall be inoperative.

3.0 AMENDMENTS TO THE DEPARTMENT RTP DOCUMENT

3.1 Memorandum of Understanding

If any provision of this document is in conflict with the Memorandum of Understanding such provision shall be superseded by the Memorandum of Understanding.

3.2 University Approval of this Document

The RTP policies and procedures of the Recreation and Leisure Studies Department and the College of Health and Human Services are subject to the review and approval of the University Vice President for Academic Affairs for consistency with established policies of the CSU system and University and with acceptable professional standards.

3.3 Amendments

Amendments to the department policies document may be initiated by a petition signed by thirty percent (30%) of the entire full-time tenure-track faculty of the department. Upon receiving a petition so initiated, the chair shall communicate the proposed amendment(s) to the department faculty at least two weeks prior to voting.

3.4 Voting

Voting on amendments shall be by mail ballot prior to May 1 of the preceding academic year of adoption.

3.5 Majority Approval Required

To become effective, all proposed amendments shall require a simple majority of the ballots cast.

4.0 INTERPRETATION OF THE DEPARTMENT RTP DOCUMENT

4.1 Department RTP Document

The Department RTP Committee shall be responsible for the interpretation of this document. Questions that cannot be answered by the Department RTP Committee shall be referred to the Vice President for Academic Affairs for decision. The department committee will direct such questions of inquiry through the College RTP Committee.

5.0 APPEALS/GRIEVANCE

Ideally, the Department policies document is sufficiently clear and the accuracy and thoroughness of the required evaluation are such that a candidate denied reappointment, tenure, or promotion would understand and accept that decision. However, considering the significance of RTP and magnitude of the RTP process, occasional challenges to RTP do occur. Under those circumstances, a candidate should consult the appropriate article of the Memorandum of Understanding for information.